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ABSTRACT

A review of literature on the subject of student motivation identified five areas which could be used to increase motivation among students: (1) using an incentive program; (2) using "fun" or "unusual" activities to motivate students; (3) goal setting; (4) students motivating other students; and (5) using parents to motivate students to learn. Following a discussion on each of these areas, a description is given of the survey instruments used to collect information from teachers, parents, and students on successful motivating techniques. A compilation and summary is presented on the data from the various surveys and interviews administered for this study. Some conclusions are offered on the value of positive reinforcement as a student motivator. References are included as are copies of the survey questionnaires. (JD)

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METHODOLOGIES TO MOTIVATE STUDENTS

Submitted to Dr. Carl A. Cohn

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August 24, 1987

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Victor C. Thompson

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I. INTRODUCTION

"He is tired; his eyes have a staring quality - not lively; he is either apathetic or hyperactive, each in the extreme" (Kenworthy 1970). This quotation may come to mind daily in the classroom. Teachers are often faced with the following scenario - "Mary" is out of her seat for the fifth time, "Jim" has been daydreaming, "George" has been yelling, "Susan" forgot her pencil for the sixth time this month, and "John" was fighting again. Leonard Kenworthy (1970) stated that, "Teaching is probing, discovering, analyzing, and examining under the guidance of a competent person." Few would disagree that teachers should be individuals who probe, discover, analyze, and examine. However, after "Jim", "Mary", "John", and friends have driven a teacher to insanity with their lack of discipline, one may truly wonder if he is indeed competent to teach! The answer to solving these problems and restoring order to a potentially chaotic classroom may be motivation.

Searching for a definition of motivation provides difficulty, since it is such a broad term. Simply defined, it is ". . . the term people use when they try to describe what causes a person to act" (Eldredge 1983). To better define this simple definition, one must examine Maslow's Theory of Motivation from the field of psychology. Abraham Maslow's (1970) theory

maintains that human needs can be arranged ". . . in a hierarchy according to their relative potency, and that not until a particular more pressing and fundamental need has been satisfied, can one move on to the next higher stage" (Onyehalu 1983). This is significant because teachers are often puzzled by the behavior of their students, or what are those things that motivate them. Maslow's theory defines human needs in the following categories, or ascending hierarchy:

1. First Level - PHYSIOLOGICAL NEEDS (food, drink, rest, activity, procreation).

2. Second Level - SAFETY NEEDS (protection against danger, threat, deprivation).

3. Third Level - LOVE OR SOCIAL NEEDS (association, belonging, acceptance, release from fear or anger).

4. Fourth Level - EGO NEEDS (self-esteem, reputation, status, appreciation, deserved respect).

5. Fifth Level - SELF ACTUALIZATION NEEDS (producing for the sheer joy of producing, realizing one's potentialities, being creative, being compassionate).

TABLE I

COMPILATION OF DATA FROM

REINFORCEMENT "MENU" TO STUDENTS

(Also see Appendix I)

EXPLANATION: Students were instructed to select any item which they like or enjoy in any of the four categories. The number to the right of each item indicates the number of students who selected the item.

(1)	SOCIAL ITEMS		
	a)	private talks	7
	b)	smiles	10
	c)	compliments	14
	d)	approval of other students	3
	e)	approval of teacher	12
(2)	TANGIBLE ITEMS		
	a)	candy	16
	b)	play money for auction	15
	c)	prizes	15
(3)	ACTIVITIES		
	a)	parties	23
	b)	privileges	16
	c)	movies	24
	d)	sing	4
	e)	arts and crafts	8
	f)	free time	25
	g)	auctions	9
(4)	SYMBOLIC ITEMS		
	a)	certificates or awards	9
	b)	points	22
	c)	high grades	29
	d)	recognition	5

Onyehalu, in his study of Maslow's theory (Onyehalu 1983), feels that today's youth appear more "disruptive and undisciplined" due to the fact that their basic biological and social needs are not being met. Such present-day problems as poor school performance, drug abuse, violence, promiscuity, and lack of motivation occur due to a lack of security and failure to meet these basic needs. Onyehalu contends that if more efforts were spent trying to build the self-esteem of today's youth through positive reinforcement-type motivation, adolescents would see themselves as valued members of society rather than resort to rebellion.

Motivation can be defined as that activity which inspires an individual and prompts him to act. It is a term which helps us understand what compels people to do what they do. Motivation can be either positive or negative, and it is based on the denial or fulfillment of basic needs as described by Maslow-physiological, safety, love or social, ego and self-actualization needs. Positive or negative reinforcement play an important role in defining what motivates an individual to act positively or negatively, in accord or discord with society's values.

A 1987 study regarding positive reinforcers and motivation in my summer school class led me to further interest in this subject (see Table I and Appendix I). In this study, inspired by Eldredge's Education 515R course on motivation (Eldredge 1983), thirty students were presented an instrument

which had a list of four types of positive reinforcers - namely social, tangible, activities, and symbolic items (see Appendix I). Students were asked to select any items which they felt would motivate them to be better students, be it better academically, behavior-wise, etc. From this study, it is interesting to note the top reinforcers chosen by students. Students found compliments, teacher approval, tangible items, parties, movies, free time, and high grades to be those things which would motivate them most to learn. The purpose of this paper is to investigate methodologies which would serve to better motivate students to learn. The importance of discovering these methodologies may prove to be of increasing importance in our society, with its increasing moral ills. Never before have students been faced with extensive social problems such as drug abuse, alcohol abuse, teenage pregnancy, AIDS, etc. Studies such as this paper must discover the methodologies which will motivate students to want to achieve through learning in schools. The desire to achieve and stay in school may assist in building self-esteem through positive reinforcement - style motivation, and help to combat the many disciplinary and moral problems of youth through increased self-esteem.

II. LITERATURE REVIEW

It is the purpose of this section to identify specific areas of the broad topic of motivation which could be researched and applied in a school curriculum. It was found through this literature review that much research exists in the area of motivation, but much of it "is theory-based without practical application or suggestions as to how to apply the theories" (Slavin 1984). Exceptions to this are the numerous books and articles from the 1970's, where much emphasis was placed on individualized learning and attempts were made to discourage "mass group learning."

Through this literature review, five areas were identified which could be used to increase motivation amongst students, including: (1) using an incentive program; (2) using "fun" or "unusual" activities to motivate students; (3) goal setting; (4) students motivating other students; and (5) using parents to motivate students to learn. This review will focus on each of these areas.

INCENTIVES

What types of rewards will motivate students to learn? This was the question originally raised upon administration of

the survey to students on reinforcers and motivation (See Appendix I). Eldredge (1983) describes positive reinforcers as ". . . anything needed or desired by the learner." Reinforcement must occur immediately after a productive behavior has been achieved. Negative reinforcers, or negative consequences, are those things not needed or desired by the individual. They can be used to indicate to a student as to what to do to return to a productive behavior. Eldredge feels that it is better to instruct students as to how to behave productively and reinforce them positively, than spend time negatively reinforcing students. The negative reinforcer may be used, but students must be instructed immediately as to how to improve.

Madsen and Madsen (1983) share a number of incentives to motivate students. Similar in some ways to the survey in Table I inspired by Eldredge, they include the following: (1) Approval Responses - "good," "wonderful," "That's good work," etc.; (2) Relationships - Teacher statements - "That was a good choice," "You've improved," etc.; (3) Expressions - smiles, grins, winks; (4) Bodily expressions - shaking head, clapping hands; (5) Closeness - sitting near students, touching; (6) Activities and Privileges - running errands, choosing activities, displaying student's work, parties, etc.

Workman and Williams (1980) found that a high percentage of teachers work with students who will essentially work only for extrinsic rewards. Extrinsic rewards are those tangible items described previously by Madsen and Madsen (1983).

They (students) have been criticized for mistakes or become discouraged by learning due to non-challenging methodologies, and have lost interest in learning in general. Thus, they find no intrinsic reward in learning a subject, and are only motivated extrinsically. Extrinsic rewards are used to hopefully re-establish intrinsic motivation.

"FUN OR UNUSUAL ACTIVITIES" TO MOTIVATE STUDENTS

Madsen and Madsen (1983) suggest that students are bored by constant routine. Adopting "fun or unusual" activities changes the nature of daily classwork and decreases boredom for both students and teachers. They suggest not being "a slave" to the textbook, and that teachers try to be innovative and use activities which will apply to student interests.

Barbi Mitchell-Dwyer (1981), English Teacher at Lake Park High School in Roselle, Illinois, feels that English is a potentially boring subject. She likes to "make fun" of various parts portrayed in plays, as if students and teacher were casting directors or producer in Hollywood. She feels we must incorporate humor to maintain student (and even teacher) interest. It is her contention that too many teachers are afraid of laughter and humor in the classroom. "Having fun depends on the teacher's confidence" (Mitchell-Dwyer 1981).

Madeline Hunter (1967) expresses the fact that if students are interested in a task, they will tend to get much more involved. Teachers should implement the "novelty factor", or try something unusual or different from the routine. Such ideas as games, puzzles, etc. can make a boring class much more interesting. Teachers need to use initiative and creativity.

STUDENTS MOTIVATING STUDENTS TO LEARN

In Robert E. Slavin's article (1984), Slavin contends that most of the research regarding motivation focuses on understanding rather than increasing student motivation. Typical incentives include grades, "stars", tokens and rewards. In addition to these extrinsic rewards are intrinsic rewards such as a student's (and parent's) sincere interest in the subject matter. Cooperative learning is a methodology in which students are placed in small learning groups, and rewarded as a group. Peer tutoring is one result that occurs, which helps tutors better learn the material as well as help his fellow peer. In a group student/group reward program, individual learning and individual assessment occurs. The average of all those in the group is taken and a group score is rewarded. Students learn to work individually for the group's benefit. In STAD learning (Student Teams-Achievement Divisions), students learn cooperatively by quizzing each other, comparing answers, and

discussing problems. TGT groups (Teams-Games-Tournaments) involve competition of a person from one group against another person of similar ability in another group. TAI (Team Assisted Individualization) consists of individualized curriculum, with points awarded for the number of units completed by the group, and the group test average. Through cooperative learning, group members encourage each other to excel and achieve.

Johnson and Johnson (1975) utilize group random assignment by having students count off numbers. This provides for a good mixture of boys and girls, passive and active learners, leaders and followers, and enthusiastic and reluctant learners. Social grouping is used initially to establish confidence. Johnson and Johnson pair students with friends until they have established confidence working in groups.

GOAL SETTING

Robert F. Mager (1984) defines goal analysis as the means of defining abstract states in our lives. Setting goals helps to eliminate the abstract concepts and provide succinct direction. We must write down performances which will help us to achieve our goals.

H.H. McAshan (1974) feels that goals are a means of motivating individuals. Goal writing in education is a means of individualizing instruction. In addition to this, teachers

develop a better rapport with students by sitting down individually with each student and setting goals.

David Dimmlich (1985) outlined a method to introduce student performance contracts in the classroom. These contracts must be competency-based, and include sections for outlining behaviors students would like to work on, a section for a plan of improvement, potential rewards should be listed, and completion dates should be listed. The contract should be flexible so that it can be re-negotiated in the event that goals are not met, or are fully completed.

PARENT INVOLVEMENT IN MOTIVATION TO LEARN

Wesley Becker (1971) suggests ways that parents can reinforce student behavior at home. Parents should follow responses they wish to strengthen with reinforcers. They should weaken undesirable behavior with punishing events, withhold reinforcement for a time as punishment, or weaken responses by no longer reinforcing. Reinforcement should be immediate, and undesirable behavior should not be rewarded. Social reinforcers at home include praising words, expressions, nearness, and physical contact. Activity reinforcers include errands, TV, music, helping around the house, shopping, staying up late, time with parents, etc.

Joyce L. Epstein (1987) claims that not all parents know how to be involved in school-related activities, while not all schools actively encourage and direct parent involvement. Parents have a basic obligation to teach cognitive and social skills and arrange the family life to provide for sufficient study. They must also meet basic needs such as food, shelter, sleep and study space. Schools have an obligation to communicate with parents about the progress of their students. About sixty percent (60%) of parents never communicate with teachers during the school year. Parents should take an active role in seeing that communication occurs. Parents can get involved in school curriculum by providing volunteer assistance in classes, and attending and supporting school events. Parents can assist students at home by helping them with general study habits and skills, helping with specific subject matter or finding tutors specializing in these subjects, establishing a reward/penalty system for homework completion, and eliminating distractions when students are studying. It was found through this study that teachers who involved parents were able to better serve individual needs through parent insight. Parents who were involved through volunteer work had a greater appreciation for teachers and were more supportive of school programs.

III. RESEARCH PROCEDURES

Through the literature review, the following motivational strategies were identified: (1) incentives-extrinsic and intrinsic; (2) use of "fun or unusual" activities; (3) goal setting and individualized performance contracts; (4) students motivating other students through cooperative learning; and (5) using parent involvement to motivate students. This section will discuss several instruments which were used to collect data on methodologies on each of the areas.

SURVEY - METHODOLOGIES TO MOTIVATE STUDENTS - TEACHERS

This survey was administered to sixteen summer school teachers in July 1987 at Temple City High School in Temple City, California. Temple City is a middle-class socio-economic community of approximately thirty thousand people, located in the San Gabriel Valley, a suburb of Los Angeles. The ethnic composition of Temple City is approximately eighty percent Anglo, with the remaining twenty percent Asian and Hispanic. Of the sixteen teachers who received the survey, eleven completed it. The survey included seven questions, each asking for a brief comment. (See Appendix II.) Question 1 asked teachers to rank, in order of importance from 1 through 10, motivational strategies

which had earlier been administered to students (see Introduction, and Table I). This was done to contrast teacher opinions with student opinions. This contrast is of significance because I was unable to find any other studies which show a contrast between student and teacher opinions on motivation. Question 2 asked teachers for a brief comment on Question 1. Question 3 asked teachers to share any "fun or unusual" methodologies they used to motivate students in their respective curriculum. Question 4 asked teachers to identify to comment on how they involved students in motivating other students (cooperative learning) in their classes, while Question 6 asked how teachers involved parents in their curriculum. Question 7 was used for any additional motivational strategies to be listed, or additional comments. The data was collected within one week, and a copy of the data was distributed to all teachers, regardless of whether they completed the survey or not.

SURVEY - PARENTS OF STUDENTS

This survey (see Appendix III) was administered to twenty-four parents of summer school students in July 1987 at Temple City High School. Students were asked to take surveys to parents and bring them back within two to three days after they were administered. Ten parents returned the survey, which also included a space for a return address if they were interested in

the final data. Student negligence in taking surveys home and returning them may have accounted for some of the surveys not being returned. The purpose of this survey was to compile parent insight on motivation, and how they felt they could better motivate students to achieve. Eldredge (1983) suggests a similar survey in his Education 515R textbook. Question 1 asked parents to identify students' needs that affect their motivation. Question 2 asked parents to name ways teachers could use this motivation to increase motivation of students. Question 3 asked parents to compare needs and values, and Question 4 asked parents how they can better motivate students to achieve in schools. Question 5 provided for any additional comments. Parents were very candid in answering these questions.

SURVEY - STUDENT INCENTIVES (Reinforcement "Menu")

As previously discussed in the Introduction section of this paper, a "menu" of positive reinforcers was administered to thirty (30) summer school students at Temple City High School in July 1987 (See Table I, Appendix I). Students were asked to place a check mark by those reinforcers which they liked or enjoyed. The purpose of this survey was to identify possible incentives to better motivate students.

INTERVIEW SHEET - GOALS AND INTERESTS

This interview sheet (Appendix IV) was used to record student answers in individual interviews regarding their goals and interests in life and in the summer school class. The purpose of these interviews was to build rapport with students and provide a basis for setting class goals.

STUDENT PERFORMANCE CONTRACT

This sheet (See Appendix V) was used to record student goals. Desired productive behaviors were recorded and a plan of improvement was outlined in an interview with each student. Rewards were selected, using the reinforcement "menu", and completion dates were established. Interviews were held every 1 1/2 weeks to review goals, provide rewards, and re-negotiate goals and contracts where needed, similar to the Dimmlich procedure (Dimmlich 1975).

STUDENT SURVEY - MOTIVATION / PEOPLE INFLUENCING PEOPLE

This survey was based on a similar survey conducted by Eldredge (1983). Twenty-four students were surveyed in July 1987, with twenty-four completing the survey (see Appendix VI).

Students were offered an extrinsic reward of 100 participation points, and allowed to complete the survey in class while I administered an oral final exam. The purpose of this survey was to identify different types of motivators such as parents (how parents could better motivate students), fun and unusual activities, how students affect student learning, and how goal setting motivates students. Questions 1 and 2 asked who influenced students in their lives and why. Questions 3 and 4 asked who cared about them and why. Questions 5 and 6 asked what classes students remembered the most and what affected their learning. Question 7 dealt with what affected student interest. Question 8 asked if other students influenced learning. Question 9 asked if intellectual activities are important in learning and why. Question 10 asked how parents helped students to learn. Question 11 asked if goal setting was an effective means of achievement and motivation. Question 12 asked if students enjoyed fun activities.

CONCLUSIONS - RESEARCH PROCEDURES

I found the data obtained from parents and students to be most intriguing, and administered more surveys than when I had originally started out. The enthusiasm of students and parents for the most part to express their candid views and get involved in this research prompted me to include their opinions. Teachers

were not as enthusiastic about getting involved in the research, but as I stated in the cover letter for the survey, this was truly "another one of those." Teachers are often bombarded by graduate students such as myself who love to use them as a population for surveys. They were impressed and even shocked when I handed them a copy of the compilation of data!

IV. DATA PRESENTATION

This section will serve to compile and summarize the data from the various surveys and interviews administered for this paper. I will organize this section using the same subheadings found in the Literature Review section as a means of clarity, rather than refer to each instrument individually.

INCENTIVES - EXTRINSIC AND INTRINSIC

Tables I and II and Appendices I and II show the surveys to both parents and students on incentives (reinforcers). Teachers rated compliments, teacher approval, and smiles as being the most effective reinforcers in the classroom. Second most effective included approval of other students, high grades, and extra points. Teachers felt that the least effective reinforcers were parties and free time. Also rated ineffective were prizes. Students felt that the most effective reinforcers were parties, free time, high grades, and movies. Compliments, teacher approval, and prizes were second most effective. It is notable the contrast between student and teacher opinion regarding the most effective reinforcers. Students rated parties and free time on the top of their lists, while teachers felt these were the most ineffective reinforcers. Compliments and teacher approval

were both agreed upon by teachers as being important and effective reinforcers. Teachers rated compliments, teacher approval, and smiles as being most effective. From this study, it appears that teachers favor less tangible items as rewards, while students favor more tangible items as rewards. High grades were another second most effective reinforcer, indicating that grades alone may not be enough to motivate students. This survey did not take into account intrinsic rewards. Question 5 in the survey to students (see Appendix VI) asked students what classes they remembered the most and why. The comments in these questions dealt with extrinsic rewards as well. Students were motivated due to enjoyable curriculum and associations with teachers and students. One may assume, however, that intrinsic rewards were also involved. Although fun activities may have some extrinsic rewards involved to make them fun, they may also be enjoyable in spite of the reward. It is a safe assumption that extrinsic rewards may cause students to react intrinsically to curriculum, as stated by Workman and Williams (1980).

FUN OR UNUSUAL ACTIVITIES

The student survey on motivation also indicated in question 5 that students remember the most activities that were fun and classes that were fun. They remembered those classes where they participated in enjoyable activities yet learned

TABLE II

COMPILATION OF NUMERICAL STATISTICS SURVEY

METHODOLOGIES TO MOTIVATE STUDENTS

(Also see Appendix II)

EXPLANATION: This table indicates the number of affirmative and negative responses to each survey question.

QUESTION 3: Do you feel that "fun or unusual activities" are motivational for students?

YES: 8 NO: 3

QUESTION 4: Do you use goal setting with your students?

YES: 10 NO: 1

QUESTION 5: Do you feel that students can help to motivate other students?

YES: 10 NO: 1

QUESTION 6: Do you feel that increasing parent involvement with curriculum could help to motivate students to learn?

YES: 7 NO: 4

something at the same time. In question 6 in this survey (Appendix VI), students appreciated innovative teachers who did not use the textbook entirely, but tried to innovate new activities. This serves to justify the statement by Madsen and Madsen (1983) that teachers should not be "slaves" to their textbooks. Students, in question 7 in this same survey, indicated that teachers must cut down on lectures and try other activities. How "boring" or "exciting" a subject is played a major role in their motivation. Some students (see question 12) indicated that if an activity was fun yet embarrassing to do, they would have reservations about doing it. In the same light, students indicated they enjoyed fun or unusual activities only with those they could relate to or relax with.

In the teacher survey on motivation (Appendix II and Table II), eight of eleven teachers felt that fun or unusual activities could motivate students to learn. Teachers felt that doing activities in addition to the regular routine kept students motivated. Games such as bingo, jeopardy, football, baseball, basketball, and others are used to review concepts previously taught. Simulations of trials or investigations in social science classes are used, as well as simulations of communicative settings in foreign language. Biology classes feature nature observations and walks, biology expos, and insect collections. This data indicates that both teachers and students feel that fun or unusual activities can help to maintain interest and motivate students by providing change in routine.

STUDENTS MOTIVATING STUDENTS TO LEARN

Teachers felt that this methodology could be used effectively in motivating students to learn and work more efficiently. Ideas used include grouping students according to abilities (high, low, medium) so that all can benefit from a mixture of achievement levels. In some classes, members are assigned to diversify groups daily.

Group leaders are assigned to monitor the participation and progress of each group member. Study groups are also implemented in class for outside of class study and homework completion. Teachers are trying to implement cooperative learning in an effort to ease anxiety amongst students by having them ask questions about problems and homework as a group. Group leaders ask questions to the teacher on behalf of the group.

In the student survey on motivation, students indicated that having friends in class often motivated them. However, some friends could even discourage them from studying due to excessive socializing, talking, etc. Attitudes of peers could affect the motivation of some. Students felt that by choosing intelligent friends, you could actually do better in class by studying and reviewing them. Competition amongst students to get high academic grades was another motivator. If peer expectation were high, students tended to try harder as well. Eldredge (1983) indicated in his studies that if the more popular students in the school were motivated to achieve academically, the student body

would follow. However, if the popular students were not academically inclined, generally the student body would follow suit. Teachers tended in their conclusions to look more at group cooperation and participation in work in indicating that students could indeed motivate other students. Students looked at many social pressures from peers which also motivated students.

GOAL SETTING

In the teacher survey, (Table II, Appendix II) teachers felt that goal setting was an appropriate means of motivating students. Teachers favored goals which were preconceived and dictated to the class. Expectations and objectives were formulated by teachers and shared with students as the norm. Only one teacher actually interviewed students and set goals using individualized contracts. Teachers felt that this method was time consuming.

Student reaction to this survey (Appendix VI) was mixed. Some students did not feel goals motivated them to achieve, but only angered them and caused them to feel like a failure if they didn't achieve. Others felt goals were useful, since they kept you from getting "lazy" and helped you to reach higher. One student stated that you must be "strong and determined" to achieve goals.

CASE STUDY - GOAL SETTING

A case study was conducted using thirty summer school students at Temple City High School in July 1987. To initiate this process, each student was interviewed to find out their goals and interests in life and for the class. Discussing life goals and interests helped students and teachers to establish a rapport. The second question served as a basis for setting long-term goals in class. Each student was asked, "How can I help you to achieve these goals?" Students felt that I could help them maintain interest in the subject. Being available for extra help when needed was a second concern. Being patient and understanding was a final concern. These concerns correlate well with survey question 6 (see Appendix VI). After one week, students were re-interviewed. They were asked to complete a Student Performance Contract (see Appendix V). The contract included two preliminary questions which asked students to identify five things they had been doing well in class the past week and five things they felt they would like to improve on. In individual interviews, the students were complimented on the productive behaviors. Two items for improvement were selected as goals for the next week, and a plan of improvement was outlined. For example, a student felt he could improve by causing fewer interruptions in class. He was asked, "How can you go about accomplishing this?" He said he could stay seated, not speak out in class, and not talk to neighbors. These three items were

listed in the plan of improvement. Next he selected a reward for completion of this goal within the next week. He chose additional participation points as his reward. Students were re-interviewed every one and one-half weeks, goals were discussed, and rewards given if completed. The student was rewarded twice in the next three weeks, and he improved not only in his citizenship, but his academic grade improved from a "D+" to a "C+". It is interesting to note that students chose points, "pesos", free time, or high grades as rewards. Several chose movies. I could not determine a method to provide a suitable movie, and ended up rewarding them with an alternative of "pesos". These rewards were determined using the "menu".

PARENT INVOLVEMENT IN MOTIVATION TO LEARN

Student survey questions 1 through 4 (Appendix VI) named people who had influenced or cared about students and why. In each of these questions, parents were named due to the encouragement, love, and care they provided. Students respected their judgment and experience. They felt parents wanted them to succeed and be happy. Parents helped them with schoolwork. Question 10 discussed ways parents could help students learn. These included, in addition to the above, helpful advice in helping students learn from their mistakes and experiences. Parents motivate students to learn and help them budget their

time and monitor homework and study time. Parents help students to understanding the meaning of who and what they are.

There was more opposition to this question in the teacher survey by teachers, than any other. While other methodologies were used nearly unanimously by all teachers, four out of seven teachers felt that increasing parent involvement with curriculum could help to motivate students to learn. Those in favor of parent involvement used parents to tutor slower students. They would have parents teach mini-courses about their occupations or other areas of expertise applicable to lesson curriculum. Teachers stressed good communication through progress reports and memos. Those opposed to parent involvement felt that parents were apathetic and ignorant about education in general, and that they were already sufficiently involved.

The parent survey (Appendix III) offered even further comparative insight. In the first and second questions, parents indicated that teachers needed to treat each student as individuals. Parents favored study units that were centered around individual student interests. Teachers needed to be more observant of things such as poor grades, poor attendance, boredom, whether students are talked to or ignored, to determine whether students are motivated or not. Finally, parents suggested more positive reinforcement, encouragement, and patience with students.

Parents felt that they could better motivate their children to achieve in school by showing a sincere interest in

all aspects of the student's life. They could provide a supportive home environment through encouragement, incentives, discipline where needed, and help with homework and study. They could eliminate distractions such as television or radio. The data in this section of this paper proved of great interest due to the contrast of three different opinions - student, teacher and parent.

CONCLUSIONS

Can motivation be defined? Is motivation the key to ending daydreaming, paper plane throwing, and incessant interruptions in class? Are incentives, "fun and unusual activities," students motivating students, goal setting, and parent involvement truly methodologies to motivate the tired, bored masses? Motivation may not be a 100% answer to any of these problems, but it is certainly a major step towards solving them.

Motivation can be defined as those things which cause us to act, be it negative or productive action. The basic physiological, safety, love, social, ego, and self-actualization needs motivate us to act. There are basic needs which must be fulfilled in order for us to develop self-esteem. Developing a positive self-esteem causes us to seek productive behaviors, rather than revert to negative behaviors. It is the lack of positive self-esteem that causes many youth to seek "escapes" from our society such as drugs, alcohol, promiscuity, and other ills. Meeting these basic needs will not be a fool proof solution, but it will certainly be a great start to building up this much needed esteem boost.

Extrinsic and instrinsic rewards are a means by which students can be motivated to learn. Students have a tendency to seek extrinsic rewards which emphasize free time with little work

performed. This may be due to the humorous teachers who use few innovations, and are "slaves" of a textbook. Teachers simply assign pages to read and problems to do. Is there a solution to this problem? Educating teachers to become more innovative will cause students to receive intrinsic rewards simply by relying on course content. And yet, until curriculum is altered to include more innovations, teachers must use extrinsic rewards to motivate students to react intrinsically to curriculum, to enjoy the subject matter "for what it's worth."

"Fun and unusual" activities play a role in designing innovative and creative curriculum. We cannot, as teachers, compete with the multi-media world our students go home to. VCR's, television, and computers are not as "boring" as we as teachers are. We must remind students it is tough to be a "walking TV set," and do our best to design curriculum that will meet the interests of each student. Why not discuss or use computers in the foreign language classroom, or VCR cameras in the math classroom? Why not use varieties of games to review material in English and Social Studies? Learning should be fun! When the activities are fun, motivation levels are high, and teachers will find their jobs much more enjoyable when they and students are having a good time learning!

Can a student help to motivate a student? Cooperative learning in small groups allows students to get to know more students through interaction. Less anxiety exists because students rely on the security of the group and group leader to

ask questions and raise discussion topics. Students enjoy competing against other groups. The teaching profession can be upgraded through cooperative learning, as we teach students to teach and tutor others. We prepare students for college by having them start to use study, review, and homework groups. Students enjoy interacting socially, and group study may be a means of accomplishing socializing and study. As students learn to interact and communicate, self-esteem is reinforced.

Some students fear setting goals. The problem is not the goal itself, but the lack of good self-esteem. Teachers need to formulate ways to actually interview students, identify their goals and set up student performance contracts. What better way to establish rapport with each student and set up a contract with extrinsic rewards. Students feel that teachers truly care when they ask them about their goals in life. Curriculum can be tailor-made using these interviews, creating study units about student interests. By interviewing individual students, teachers can build self-esteem, and encourage each student to strive for goals, and reward him individually.

Some teachers in the data felt that parents were generally apathetic and ignorant about education in general. Prior to 1986 I also shared this same view. Few parents cam to "Back To School Night," progress reports went home and often were not returned. Parents came by the hundreds in August 1986 to support teachers as they fought unfair collective bargaining practices by administrators. Parents spoke out in favor of

teachers. In retrospect, parents need to be educated how to help teachers and their children. Better communication regarding course expectations, how to help students with homework, etc. ie needed. Parents must be invited to share their knowledge in schools. It is always refreshing to hear from lawyers in a government class or from native speakers in a Foreign Language class.

This paper has caused me to re-evaluate my educational philosophy. I am considered to be a highly innovative teacher, I incorporate learning, fun activities, and recently this year- goal setting - in my curriculum. However, I am not a great motivator. I always felt that students would be satisfied with the intrinsic reward of being in my classes! I have learned from this research that students must be treated as individuals. Through the case study, I felt students were striving hard to work on their goals, and never before have I established such a good rapport. For the first time, I felt I understood the needs of each student!

Positive reinforcement is a difficult task. It is much easier to simply deal with a situation in an authoritative, negative, intimidating way. I am not saying there is anything wrong with this - it is still necessary but must be used as a second priority. Students feel good about themselves when we emphasize the good they do and teachers spend less time having to be angry with troublemakers. Isn't that exactly what the student wants - attention? To get the teacher upset?

In conclusion, it is my hope that more studies will be done in this area. If we will strive to motivate students positively, they will have higher self-esteem and have decreased tendencies to resort to the social ills plaguing our society today.

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APPENDIX I - REINFORCEMENT "MENU"

menú

MENÚ DEL RESTAURANTE SEÑOR "T" ESPAÑOL UNO/DOS

Instrucciones: Pon un cheque al lado de las cosas que te gustan (place a check by the things that you like or enjoy). No pongas un cheque al lado de las cosas que no te gustan (don't place a check by the things you don't like).

1. cosas sociales

(SOCIAL ITEMS)

_____ private talks

_____ smiles

_____ compliments

_____ approval of other students

_____ approval of teacher

_____ cantar (sing)

_____ arts and crafts

_____ Tiempo libre (free time)

_____ Remates (auctions)

2. cosas tangibles

(TANGIBLE ITEMS)

_____ dulces (candy)

_____ pesos (money for auction)

_____ premios (prizes)

3. actividades

(ACTIVITIES)

_____ fiestas (parties)

_____ privilegios (privileges)

_____ peliculas (movies)

4. cosas simbólicas

(SYMBOLIC ITEMS)

_____ certificates or awards

_____ puntos (points)

_____ high grades

_____ recognition

5. otras cosas

OTRAS COSAS (Other)

_____

_____

_____

_____

_____

VII. APPENDICES

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APPENDIX II

SURVEY - METHODOLOGIES TO MOTIVATE STUDENTS

COMPILATION OF DATA (TEACHER SURVEY)

QUESTION 1: Rank in order of importance, from 1 - 10, the following motivational strategies (place a number by each):

STRATEGY	RANKING (1-10 with 1 being the most important)									
	1	2	3	4	5	6	7	8	9	10
a) certificates/ awards	0	0	1	0	2	0	3	2	1	0
b) approval	1	2	1	3	0	2	1	0	1	0
c) compliments	4	1	3	2	0	0	0	0	1	0
d) high grades	1	1	3	2	1	1	0	1	0	1
e) parties	0	0	0	0	0	0	0	0	1	8
f) free time	1	0	0	0	2	1	1	0	1	3
g) extra points	0	1	2	1	2	0	0	1	2	1
h) approval - teacher	7	2	1	0	0	0	0	0	0	1
i) prizes	0	0	1	0	0	2	1	2	2	1
j) smiles	2	2	0	1	1	2	2	2	0	0

QUESTION 2: Comment briefly on any of the above strategies. Indicate how they have or haven't worked for you.

1) Write a letter to the principal praising students.
2) Teachers should show respect for students and let them know they respect them.
3) Praise and smiles with constructive criticism - builds self-worth.
4) Incentives - use rewards and extras - use your own money to surprise students that you would buy something to reward them.
5) Teacher approval provides a sense of belonging and acceptance.
6) Extra points may cause cheating.
7) Speak to and compliment each student individually.
8) Provide extra points so that students feel they can achieve in areas other than tests.

QUESTION 3: Comment briefly on any "fun or unusual" activities you use.

1) Debates.
2) Re-enact trials or investigations.
3) Write a bill or laws.
4) Write to senators, representatives.
5) Play Jeopardy by describing something. Students raise their hands and give a question.
6) Do projects besides the normal homework routine:
   a) Insect collections.
   b) Collages - relate to everyday living.
   c) BIO Expo / research paper.
   d) Draw "dream house" using metric system in Math.
   e) Nature observation or walk.
7) Biology Bingo.
8) Foreign language football, baseball, basketball, bingo, group games to review grammar.

QUESTION 4: Do you use goal setting with your students? Comment briefly on how you use goal setting.

1) Set goals for grades and attendance.
2) State expectations for class and students.
3) State objectives prior to each block of instruction.
4) Remind students what their "best effort" is. Instruct them on proper priorities and scheduling.
5) Discuss long-term goals through discussions on careers and job placement.
6) Interview each student and set goals using individualized contracts.

QUESTION 5: Do you feel that students can help to motivate other students? Comment briefly on how you use parents in your curriculum.

1) Lab station and discussion groups.
2) Establish a "win/win" attitude.
3) Group high, medium, low achievers in study groups.
4) Encourage students to do homework and study in groups.
5) Small groups are used to complete projects or practice, with friends or those who can help them.
6) Assign groups by counting off to diversify groups daily and help students get to know all students in class. Assign group leaders to monitor specific tasks. Use groups to discuss or go over homework, to eliminate anxiety of individual questions.

QUESTION 6: Do you feel that increasing parent involvement with curriculum could help to motivate students to learn? Comment briefly on how you use parents in your curriculum.

1) Have parents come in and share about their occupations.
2) Parents are notified of projects for approval.
3) ALL students receive progress reports.
4) Extra points are given for parents attending back-to-school night, returning progress reports, etc.
5) Have parents tutor slower students.
6) Parents are sufficiently involved.
7) Parents are generally apathetic and ignorant.

QUESTION 7: Share any other methodologies which you have used which you feel have been successful in motivating students to learn.

1) Discuss doing best work, and prioritizing academics.
2) Inform students regularly of due dates.
3) Keep notebooks of all work.
4) Be available at lunch, after school, evenings for extra help.
5) Bring in up-to-date materials, i.e. newspaper articles.
6) Make the class fun and funny. Students respond to and remember more the "loose times."
7) Remind students that classes are college preparatory and that they are college bound.
8) Allow all students, not only the best ones, to write on the board, do map work, hold up posters, etc.

APPENDIX III

SURVEY - PARENTS OF STUDENTS

COMPILATION OF DATA

QUESTION 1: How do you feel that teachers can identify students' needs that affect their motivation?

1) Observe how they sit in class, whether they look up or down.
2) Observe whether they are talked to or ignored.
3) Observe attendance pattern.
4) Poor grades.
5) Boredom.
6) Help students when they ask for help.
7) Interview and ask students.
8) Assume that students have a need to belong to a group and be outstanding within it.
9) Consider ethnic, economic, and social conditions.
10) Observe relationships between student/teacher or student/classwork to determine what works best to motivate students.
11) Get to know each student as an individual rather than a number.

QUESTION 2: How could teachers use this motivation to improve the motivation of an individual student?

1) Write notes of encouragement to students. Give strokes where needed and don't be short tempered. Build esteem.
2) Make learning fun. Get them excited about the subject.
3) Use newer training devices (i.e. computers), and have students experience "hands-on" or "active" training.
4) Use computer programs which train students in skills (laser disc, video-type programs).
5) Understand that there are individuals that need more help than others.
6) Incorporate student responses into designing and presenting curriculum.
7) Design study units that appeal to student interests and permit each student to excel in his / her particular area of expertise.
8) Communicate with parents as to how to better help child.

9) Share different reasons to motivate with the class.
10) Emphasize participation - creates good feelings and self-worth.
11) Apply what is observed where needed.
12) Getting to know each student individually will motivate both individuals and the group as a whole.

QUESTION 4: How can parents better motivate students to achieve in school?

1) Parents should show a good example of how to deal with their own struggles and daily accomplishments.
2) Show a keen interest in the student's daily school life.
3) Praise, even for microscopic accomplishments, is important.
4) Show interest in student work.
5) Stress future goals.
6) Providing a supportive home environment.
7) Encouraging words and taking pride in the student's work.
8) Help them with school work.
9) Give incentives.
10) Provide direction for careers as incentives.
11) Use disciplinary action where appropriate.
12) Eliminate TV or radio during study time.
13) Make sure homework is done.
14) Be interested in all aspects of the student's life.

APPENDIX IV - GOALS AND INTERESTS INTERVIEW SHEET

ESPAÑOL UNO/DOS SEÑOR "T"

NOMBRE _____ PERÍODO _____ FECHA _____

1) ¿Cuáles son tus metas y intereses en la vida?
(What are your goals and interests in life?)

2) ¿Cuáles son tus metas en esta clase (what are your goals in this class)?

APPENDIX V

STUDENT PERFORMANCE CONTRACT

NAME _____ PERIOD _____ DATE _____

QUARTER _____ SEMESTER _____

1) LIST 5 THINGS YOU HAVE BEEN DOING WELL IN CLASS (tests, sitting in seat, paying attention, not talking, etc.)

2) LIST 5 THINGS YOU FEEL YOU WOULD LIKE TO IMPROVE ON IN THIS CLASS.

CONTRACT: I will improve on the following behaviors:

BEHAVIORS	PLAN OF IMPROVEMENT	REWARDS	COMPLETION DATE

STUDENT SIGNATURE _____ DATE _____

TEACHER SIGNATURE _____ _____ DATE _____

APPENDIX VI

COMPILATION OF DATA

STUDENT SURVEY - MOTIVATION

PEOPLE INFLUENCING PEOPLE

QUESTION 2: Why do the people in question 1 have an influence in your life?

1) They give me strong encouragement to go on doing my best.
2) Teachers encourage me to get good grades.
3) Parents influence me to be more like them.
4) They are a big part of me.
5) They have helped me and cared for me through my difficult times.
6) They do things to help me in the future.
7) I look up to these people.
8) I have seen my mom go from a bad marriage to having a business to raising me.
9) They try to make a better life for you.
10) I get along with them and learn from their mistakes.
11) They have taught me a lot of important things in life that will help me now and in the future.
12) They are always there for me.
13) I admire and respect them.
14) Without my friend, I am not sure I would be alive.
15) They teach me Chinese customs, and good attitudes towards studying.
16) They provide ideas, concepts, morals, and opinions that sound logical and practical and I respect them.

QUESTION 4: How do people care about you (from question 3)?

1) They love me and care about how I am and if I'm OK.
2) They want me to succeed and be happy.
3) I have no idea.
4) We have close relationships.
5) I'm a part of them.
6) They help me with my homework and cheer me up with I'm sad.
7) I don't know. I guess because I care about them.
8) They are the people I live with daily, and gave me my life.

9) They want to be the best for me.
10) I respect them.

QUESTION 6: What affects a student's ability to learn in class?

1) The pupils.
2) The pace, friends.
3) Interesting class.
4) Organized teacher.
5) A teacher who's "into teaching" and doesn't just teach from a book.
6) The attitude of teachers and students.
7) Peer pressure.
8) Exciting - not just telling students how many pages to read. A teacher with a good sense of humor.
9) The homework.
10) Students must be motivated, not lazy, and have a good attitude towards learning.
11) Noise.
12) To know that the teacher is there to help you.
13) If a teacher teaches too much material.
14) Level of class competition and peer expectations.
15) Self-image and encouragement.

QUESTION 7: What affects a students' interest in class?

1) The students in the class.
2) If the teacher is human or not.
3) How stimulating the lessons are.
4) Teacher attitude towards the subject and students.
5) If a student does poorly.
6) Cut down on lectures. No one wants to learn like this!
7) Interesting subject.
8) "Cool" teacher.
9) Desire to learn more things.
10) The teacher's moods - happy, funny, etc.
11) How boring or exciting it is.
12) Explain things clearly to students or they won't want to learn.
13) Fun things to do.
14) The subject.

QUESTION 8: Do other students influence your behavior or achievement? How?

1) If others talk too much, you can't concentrate.
2) They can encourage or discourage.
3) They get you more interested or drive you away.

4) Competition amongst other intelligent students.
5) Try to be better than top students.
6) If you hang around with smart kids you tend to do better. If you hang around with goof-offs you do worse.
7) They can influence your behavior but not your achievement, because you're the only one who can influence your achievement.
8) Teenage competition is bad, but I like to compete for the higher grades.
9) They talk to me, I talk back and I get in trouble.
10) Peer pressure.
11) Everyone has high expectations of you, and it's embarrasing to do poorly.
12) They tempt others to forget their schoolwork.

QUESTION 10: Can parents help you learn? How?

1) They help you study and do homework.
2) They make you learn.
3) They help you figure out your mistakes.
4) They give you helpful advice.
5) They can teach you from previous experiences.
6) No, they usually have no idea of what you're doing in school.
7) Yes, by staying with you.
8) They correct you when you mess up.
9) They help you understand the meaning of who / what you are.

QUESTION 11: Does goal setting help you learn? How?

1) Yes, because you set a goal and try really hard to achieve it.
2) Yes, but you must be strong and determined.
3) No, I live one day at a time.
4) Yes, it keeps you from getting lazy.
5) No, they make me mad.
6) Sometimes, because if you don't reach your goal you feel like a failure.
7) I get too depressed if I don't reach my goals.
8) Yes, because you try to reach higher than before.